

TEACHING WRITING DESCRIPTIVE TEXT ACTIVITIES IN ISLAMIC BOARDING SCHOOL

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Abstract: *This study investigates how the English teacher in Islamic Boarding School teaches writing descriptive text. This research describes teaching writing description text activities for seventh grade students at Islamic Boarding School. This research used a qualitative research design. It focused on case study. The researcher employed four types of instruments for the study to collect the data, they were interview, observation, questionnaire and documentation. From the result, the students got the best mark and the process of the teaching and learning process run well. It was shown in the students' activity in the classroom. The use of teaching media and technique in the teaching learning process, the researcher found that it was very helpful to reach the minimum passing grade. The teacher used the media and applied the technique that could raise students' interest, enjoyment, enthusiastic in the learning process. The classroom was attractive and enjoyable. It could be concluded that the use of technique made the process of teaching and learning was effectively and it could motivate the students writing skill in descriptive text from the seventh grade students of Islamic Boarding School.*

Keywords: *descriptive text, teaching writing, Islamic Boarding School*

Abstrak: Penelitian ini meneliti bagaimana guru bahasa Inggris di Pondok Pesantren mengajar menulis teks deskriptif. Penelitian ini menguraikan pengajaran penulisan deskripsi kegiatan teks untuk siswa kelas VII di Pondok Pesantren. Penelitian ini menggunakan rancangan penelitian kualitatif. Ini terfokus pada studi kasus. Peneliti menggunakan empat jenis instrumen untuk mengumpulkan data, yaitu wawancara, observasi, kuesioner dan dokumentasi. Dari hasil tersebut, siswa mendapat nilai terbaik dan proses belajar mengajar berjalan dengan baik. Hal itu ditunjukkan dalam aktivitas siswa di kelas. Penggunaan media pengajaran dan teknik dalam proses belajar mengajar, peneliti

menemukan bahwa sangat membantu untuk mencapai nilai kelulusan minimum. Guru menggunakan media dan menerapkan teknik yang dapat meningkatkan minat, kenikmatan, antusias siswa dalam proses belajar. Ruang kelas itu menarik dan menyenangkan. Dapat disimpulkan bahwa penggunaan teknik membuat proses belajar mengajar efektif dan bisa memotivasi ketrampilan menulis siswa dalam teks deskriptif dari siswa kelas VII Pondok Pesantren.

Kata kunci: teks deskriptif, pengajaran menulis, pondok pesantren

INTRODUCTION

Writing is one of the most needed skills which the students should be mastered. The students are expected to communicate and select the appropriate English texts. Grammar and vocabulary should be mastered by students in order to master writing and apply it in real world communication. In composing written text, students should master in vocabulary and grammar. According to Brown (2015), writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper, but also involves at least five components, they are content, form, grammar, vocabulary, and mechanic.

Teaching writing is actually not easy, because teacher must be able to organize learning teaching activities. The teacher has to master the material, methods and technique or strategy to make the students understand and apply writing. Besides that the also students should master the genres of text. The curriculum asks the student to perform a written text, but they tend to be asked to answer question in their text book or worksheet than organize a text.

As we knew that by writing, the students can explore whatever they have in their mind. The students can share their experiences and their feeling with others. Writing is a complex process that allows a writer to explore thought and ideas and make it clear and visible. There are many genres of text, such as recount text, narrative text, and descriptive text. Descriptive text is the one of texts that taught in seventh grade of junior high school. Descriptive text can help students to describe something clearly in accordance with what is in view of students' at that

time, and Descriptive text require the writer to describe person, object, appearance, phenomenon naturally so they can make the reader imagine and feel it. Descriptive text is usually used to help a writer develop an aspect of their work, to create a particular mood, atmosphere or to describe a place so that the reader can create vivid pictures of characters, place, objects etc. in teaching writing descriptive, students' have difficulty when they creating and stimulating idea. Because of that problem, teaching writing to the students in the seventh grade is not easy job for the teacher. Naziza (2014) had studies about the Study on Teaching English on Writing Descriptive Text by Using Picture at the seventh Grade of Islamic Boarding School. Researcher, he clouded that picture not only could be use in language learning to increasing the student interest to the subject and made the students to write descriptive text, but also it is one of the visual aids that good to vocabulary or make better writing skill.

According to Bestari (2015) in her study on teaching writing narrative text at SMPN 2 Grati, the result of the research has shown that teaching narrative text by using media for narrative text is more interesting. Students are happier to writing if they use a media in learning. The previous studies above showed that using picture as the media is very appropriate in teaching writing descriptive text and makes the students interested in the lesson and easier the students to make descriptive text.

This research took place at ISLAMIC BOARDING SCHOOL. They have enough facilities to support the learning process, the teacher always use existing facilities to make learning process. Meanwhile, students also have a great passion to learn English and they are also join a lot of English competition though never become a winner.

LITERATURE REVIEW

The writing ability is more complex and difficult to learn. So that, teacher as the major factor in teaching and learning process, should have kinds of techniques especially in teaching writing. And the teacher should be creative in making the students interested in learning English to avoid the boredom.

According to Brown (2014), any of wide variety of exercises, activities, or task used in the language classroom for realizing lesson objectives.

As stated by Hayland (2015), writing is an acquired skill which is learned though practice and hard work. The procedures that writers follow, their writing process, varies from writer to writer and from task to task. Additionally, the writing process is not a linier, step-by-step procedure, but a recursive method in which the writer often changes his mind, rewriters, reorganizes and rethinks his strategies before producing a text. Before the writing process, the teacher should know what are the preparation in writing, there are two kinds of preparation that the teacher should prepare before the teaching process. There are as follow:

When thoughtful, informed, and experienced teachers undertake to teach a new curriculum or new topic, or undertake to teach a new of students, they tend to plan more carefully – and more in writing – than they will do when the curriculum, materials, and students have become familiar. The written format of plans will vary depending on a number of factors including the purpose of a lesson, the nature of the activity have planned, and the context in which the teacher teaching (some school have specific formats that teachers are expected do use).

Most of teacher in many different learning cultures have moment when their students fail to be cooperative in some way, thus disrupting the learning which should take place, sometimes gets significantly out of control, Harmer (2015). Teacher should recognize the problem of the failure which creates the disrupting in the class when teaching, in order to overcome the learning quality

Before the teaching and learning, the teacher should prepare the media. Media can help the teacher to facilitate the massage for teaching and learning purpose. Students can be easier to get the learning process. Media ca make the situation of the classroom alive and students will be happy with the lesson. According to Brown (2015), teaching English as foreign language can utilize various media, such as Chart, Big book, Picture.

RESEARCH METHOD

This research would like to investigate about teaching writing description text for seventh grade students at Islamic Boarding School Pasuruan. This is a qualitative research focused on case study. According to Creswell (2014) qualitative research is best suited to address a research problem in which the researcher do know the variables and need to explore, he also argues that qualitative research study is needed to explore this phenomenon from the perspective of distance education students’.

A. The Subject of The Study

The subject of this research was the second semester students of the seventh grade and teacher in Islamic Boarding School, especially C class which consist of 25 students. They are 25 boys. Islamic Boarding School.

B. Instruments

The researcher used four types of instruments for the study to collects the data, they are interview, observation, questionnaire and documentation

Interview is the research tools to collect the data (Wilkinson, d & Birmingham, 2016). It was on 21 july 2017. The interview was given to the English teacher in order to get information about the way of the teacher in operating writing and difficulties that are face in teaching descriptive text.

The observation is done in the classroom during the teaching learning process. Observation was on 20-21 july 2017. The observation was done twice in order to the research question about teaching writing descriptive text. The observation included the process in that using descriptive text, the students’ participation in teaching learning English, the problem that the students faced during teaching and learning of writing activities especially when they make short paragraph an descriptive text, and the condition of the class during the teaching learning process.

The questionnaire is given to the students. It was on 21 July 2017. It is given to the students after finishing the class. The students answer the question by multiple choices and the reason of them. After that, the researcher collected it.

Documentation has done 20-21 July 2017. In this study, the researcher collected the data about the teachers' preparation in teaching and learning writing descriptive text. It includes syllabus, lesson plan, and the students worksheet related on teaching writing descriptive text by using picture.

C. Data Analysis

The data were analyzed to answer the research problem as stated in the statement of the problem. The researcher analyzed the data from interview, observation, questionnaire, and documentation.

The data collected from interview was analyzed qualitatively. It means that the researcher interpreted the result of interview and made conclusion relating the information in the teachers way to the information in the teachers way to teach writing descriptive text by using picture, the efficiently about the teachers preparation from the subject of the study directly, the teachers problem in teaching writing descriptive and also the information about how the teacher evaluate the students.

1. The data collected from observation was analyzed qualitatively. It is on the form of check list. It will describe about the process of teaching writing descriptive text at seventh grade students in the Islamic Boarding School.
2. The data collected from questionnaire was analyzed qualitatively. The researcher collected the data by using the questionnaire format for the students to support the result of observation. The researcher analyzed the result of the questionnaire by using classification and percentage that states by Arikunto (2013) as follow :

$$P = F/N \times 100\%$$

Notes

P : Percentage of the respondents.

F : Frequency of the students answer.

N: All the number of the respondents.

3. The data collected from documentation was analyzed qualitatively. Meaning the researcher interpreted the result documentation and made conclusion relating with the teacher preparation for teaching writing descriptive.

The data firstly taken from the interview with the teacher in teaching writing descriptive text about the media and technique used and the teacher preparations before start the lesson. Secondly, the data were taken from the observation that showed about the process of teacher taught the students' in writing descriptive text and the students activity in the learning process. Thirdly, the data were taken from the questionnaire that discussed about the students' problem and opinion in learning process. Lastly the data were taken from the documentation in which describe about the teacher preparation and the result of the students' writing descriptive.

FINDING AND DISCUSSIONS

A. The Teacher Preparation in Teaching Writing

Based on the interview on 21st July 2017, the English teacher had prepared her teaching and learning preparation. She said that she had prepared her preparation before she entered the class. She prepared syllabus, lesson plan and material. She supposed that doing preparation before teaching and learning process was important because when she had done the preparation, the teaching and learning process would go well and she could manage the time. To make the students enjoy and interest, the teacher should prepared, planed and did the teaching learning well. For the English teacher doing the preparation for teaching and learning process needed a long time, so because of that the teacher ought to did the preparation before she entered the class.

The first preparation was syllabus for English learning. It has been prepared and developed by teacher related to teaching writing in the beginning

academic year. In the English syllabus, the teacher started the identification of syllabus that covers subject, the schools level, the class and semester, the standard competence, the assessment that main material, the indicator, the learning experiences, the assessment that cover the technique and from of assessment, the time allotment, and learning source.

The second preparation was lesson plan. It was the planning of teaching and learning activities used several meetings systematically. The lesson plan was derived from the syllabus that were arranged to be applied in the classroom it consisted of standard competence, basic competence, indicator, skill, time allocation, learning objective, learning material, technique learning activities that were divided in to three phases they were : pre activity, whilst activity, and post activity.

The third preparation was material. Before the teacher taught the students, she had been prepared the material. The material was the descriptive text, the teacher design the material based on the consideration.

The fourth preparation was media. It was used to help learning English for the students and make them more interesting in learning process. The media which teacher used was picture.

The last preparation was evaluation. The evaluation from had been prepared which purposed to evaluate the students in learning activities. The teacher gave a test to the students in whilst-activity. The assessment was done when the teacher gave score to the students test.

B. The Implementation of Teaching Writing on Descriptive Text

The data collected from observation were about the activity of teacher and students in teaching and learning process. Those were divided into three phases, there are: pre-activity, whilst-activity, and post-activity.

1. The First Meeting (21st july 2017)

Based on the result of the observation on July 22nd 2017, the researcher found that the teacher used three phases, those are Pre-activity, whilst- activity, an post-activity an the teacher used lecture technique. Here is the description.

Pre Activity (10 Minutes)

In pre activities, the teacher entered the classroom by giving greeting, praying together and asking the students condition. And then, the teacher checked the attendance list. There was one student absent on that day. After the teacher asked the students condition, the teacher gave the students question related to the material.

Teacher : Good morning students.

Students : Good morning mom.

Teacher : How are you today?

Students : I'm fine thank you, and you?

Teacher : I'm fine, thank you. Before start the lesson who is absent today?

The teacher gave some questions to the students to improve their knowledge. Some questions used to improve students knowledge were are as follows.

Teacher : do you know what does the descriptive text mean?

Students : descriptive text is a text which described a particular person, places, or thing. It tells the detail of person, thing or place that is being described.

Teacher : ok, good answer. Do you know what does the generic structure of descriptive text?

Students : yes I'm mom; there were identification and the description.

Teacher : very good, now the material is description.

In this activity, 90% of the students gave response of the lesson when the teacher taught English. It means that the students reached the teaching objectives.

Whilst Activities (60 Minutes)

In whilst activities, the teacher showed picture about animal to the students. Then, the teacher asks the students to guess that picture. The students guess the picture with enthusiastic.

Teacher : ok students, what is this picture?

Students : that is gorilla mom.

Teacher : yes, who can explain the identifying gorilla? Raise your hand.

After the students guessed that picture correctly, the teacher asks the students to describe the picture and written in the whiteboard, the picture was gorilla

After the students guessed the picture correctly, the teacher divided the students became 4 groups. After that, the teacher ask the students to make descriptive text based on the picture that given by the teacher as a test.

Teacher : ok I have 7 pictures in my hand. And now you have to make 7 groups one group consist 3 or 4 students

Students : yes mom (students make group)

Teacher : now I will give you this picture, one group one picture. And your task now is make a descriptive text based on the picture. Write down you descriptive text under the picture and don't forget to write your name. I will give you 30 minutes to finish it.

Students : yes mom

Next, after the students finished their work, the students put their worksheet on teacher desk.

Post Activity (10 Minutes)

In post activity, the teacher gave opportunity to the students for asking the difficulty about the material. Then the teacher give feedback to the students.

Teacher : any question about this lesson?

Students : no mom

Teacher : ok now. All of you have already understood about descriptive text. The time is up. Assalamu'alaikum warohmatullahi wabaroatuh.

Students : Wa'alaikumsaalam warohmatullahi wabaroatuh.

C. The Problem Faced By the Students and Teacher in Learning and Teaching Process of Descriptive Text.

In the teaching learning process, there were many problems faced by the students and teacher. Those were some of the problems faced in teaching and learning process by teacher and students.

1. The Problem Faced By the Students

The students' problem faced in learning writing can be concluded that all about activities in the classroom. As stated in the finding above, the students had problem in learning English especially writing. There were some problems:

First, based on the result of observation, the researcher found that the students got problem, those were: content, vocabulary, and exploring idea.

Second, based on the questionnaire, the researcher found 48% of the students said that they had problem in content, second 56% they had problem in vocabulary. 52% they had problem in grammar, the last 44% students had problem in mechanics.

2. The Problems Faced By the Teacher

There were some problems that faced by the teacher when taught writing descriptive text based on the interview and classroom observation. The first was vocabulary. When they want to write, they ask to the teacher what word what they had to write in paper, to solve the problem, the researcher suggested the teacher to ask the students' memories 10 vocabulary every meeting.

The second problem was troublemaker. They made situation crowded, disturbed other friends, sometimes some of the students were sleep in class. To solve the problem the researcher suggested the teacher to

give more attention with the students that make class noisy or naughty students. Based on the explanation above, the teacher's problem especially the problem faced by the teacher appropriated theory Gebhard (1996) said that teaching writing in EFL/ESL.

D. The Students' Opinion About Teaching Writing Though Picture

From the data above, the researcher could show and explain the percentage of each students' opinion by the teacher in teaching writing. And from the data above, the researcher concluded that the first table on the finding result about the students' likeness, the researcher found that 24% of the students interested when they learned English, and 16% students very interested with English lesson.

In the second table questionnaire, we could see that 12% students most very liked when teacher learning writing descriptive text. 40% students stated that they liked to study English writing descriptive text. This pleasure situation would influence the teaching and learning process because if the students felt pleasure so the teaching and learning process would run well.

In the third table, of questionnaire, we could see that 18% students most very liked when teacher media in writing descriptive text. 38% students stated that they liked to teacher media writing descriptive text. The teacher gave the explanation loudly and clearly, but too fast. So, it made some students could not understand the teacher explanation about the media.

In the fourth table, we could see that 20% students stated that they felt really understand the material and 44% students felt easy to understand about the text in English. The teacher gave the explanation loudly and clearly, but too fast. So, it made some students could not understand the teacher explanation about the material.

In the fifth table, we could see that 16% students stated that the teacher's teaching writing descriptive text. 36% stated that the teacher teaching writing descriptive text. The teacher hoped that vocabulary task could help them understand the writing before they started the writing. But in fact, there were some students still had difficult in vocabulary.

E. Teacher's Evaluation Students' Achievement in Writing Descriptive Text.

The teacher evaluated the students' writing by correcting the students' assignment in group work. The scoring of the group work was the result of the teaching and learning process. In the evaluation of the students' achievement, the teacher must give scoring in individual, because the teacher could know the students' achievement in accepting the material given and knew the students who get high achievement and the student who got low achievement. According to Harmer (2015), students can be encouraged to write their own test items based on language they have been working on and the example they have been so far. The new test items now can be given to other students to see how well they have been written and how difficult they are. This helps students to get into the minds of their test and exam writers.

From the result, the students got good marks and the process of the teaching and learning process was good. It was shown in the students' activity in the classroom.

The usage of media and technique in the teaching learning process, the researcher found that it was very helpful to reach the minimal passing grade (KKM) showing the media and applying the technique can reach students' interest, enjoyment, enthusiasm, in the learning process. It made the classroom more alive. It can be concluded that the use of technique made the process of teaching and learning run well and it could motivate the students' writing skill in descriptive text from the seventh grade students of ISLAMIC BOARDING SCHOOL.

CONCLUSION

Based on the data analysis, the researcher concluded that the teaching of writing descriptive text for seventh grade students in Islamic boarding school was proceeding effectively. The teacher has made the preparation before coming to the classroom. The preparation was included syllabus, lesson plan, material, media, and evaluation form. The teacher applied the picture as media in teaching writing descriptive text. The teacher and students had problems. The teacher was difficult to build the students' thinking to make or construct the in the class and the teacher

was also difficult to manage the crowded students in the class and the teacher was difficult to motivate them. The students were attracted with English lesson especially writing material and they are interested with picture as media, they thought it was easy to understand the text in English, they also like teacher explanation about describing process by using picture was more clearly. The student views in their teaching writing descriptive text by using picture. Most of them prefer to learning writing descriptive text by using picture. Furthermore, the teacher evaluated the students writing by vocabulary, grammar, punctuation, and spelling the result of the students writing can fulfill the minimum standard of evaluation system.

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